Colchester Public Schools
Application for Approval of Field Trip

Overview : This Form must be completed by all staff to request approval of a Field Trip

Directions

1. Complete the form with all applicable documentation and submit to your Department Head (BA only) and your Administrator. The Form must be submitted at least **2 weeks prior** to the Field Trip for In-State Trips and **10 weeks prior** to the Field Trip for Out-of-State Trips.
2. If approved by your Administrator, the form must be sent to the Assistant Superintendent for approval.
3. If approved by the Assistant Superintendent, the form will be sent to the Superintendent for approval.
4. If the Trip is Out-of-State, it will be brought to the Board of Education at their next scheduled Meeting for approval and final decision.

Instructional Focus

Is this Trip directly related to curriculum? (Yes) No

Curriculum Unit : SP3 U3 Music + Dance AdSp Storytelling

Field Trip Information

Applicant Name : Jennifer Kollwitz	Method of Transportation : Coach Bus per Travel agency
School : BA	Bus Service Number :
Grade(s) & Group(s) : SP3, Advd Sp LL	Number of Students : 32-60 (depending on interest)
Date(s) of Trip : 2/25/2026	Number of Day(s) of Trip : 1
Event : NYC - Broadway Buena Vista Social Club	
Destination : Schoenfeld Theater NYC	Phone Number : 212 239-6200
Destination Address : 236 W 45th St. NY, NY	State : NY
Time of Departure from School : 6:45am	Clothing / Equipment Required : N/A
Time of Arrival to School : ≈9pm	

Student Cost Information

*Cost to Student $ ≈$245	Suggested Student Pocket Money $ 15-20

Supervision Information

1. Name : Jennifer Kollwitz	Cell Phone : 860 303 4656
2. Name : Deray Johnston	Cell Phone : 860 519 4801

List all Adult Chaperones: Ratio of adult chaperones to students must be at least : 1:5 for Grades K-2, 1:8 for Grades 3-5, 1:10 for Grades 6-8 and 1:15 for Grades 9-12 (1 day trips) or 1:10 (overnight trips)

Jennifer Kollwitz, TBD per admin 33 students (goal)
Deray Johnston, [redacted]

Administrator Signatures

Applicant	Date 10/8/26		
Department Chair (BA Only)	Date 10/8/26	Approved ✓	Denied
Principal/Administrator	Date 10/10/26	Approved ✓	Denied
Assistant Superintendent	Date 10/14/25	Approved	Denied
Superintendent	Date 10/14/25	Approved	Denied

Board of Education (if applicable)

Board of Education Meeting Date NOVEMBER 18, 2025	Approved	Denied

Field Trip Instructional Plan

Field Trip Location : NYC

Reference Check : Visited Site On : OR Spoke with: Janet Bisiewicz @ Perkins Travel

Name of Staff Completing Form : Jennifer Kellwitz

Grade / Group Attending : Spanish 3

Instructional Focus of Field Trip

Specific Curriculum Standards Addressed by Field Trip:

Please see attached doc for expanded info

Assessment of Student Learning:

Please see attached doc for expanded info

Trip Agenda/Activities

List/Attach entire break out of times for each day. Include travel time and all activities

Date/Time	Location	Activity
6:45-7am	BA	Depart
11am	Times Square	arrive
11:30am	Hard Rock Cafe	Lunch
1:00pm	Times Square	Walk to theater
1:30pm	Schoenfeld Theater	arrive for seating
2pm	"	Show Buena Vista Social Club
4:30pm	"	Depart NYC
6:30pm	Danbury Mall	Food court Dinner Quick
7pm	"	Depart
9pm	Bacon Acad.	arrive

Bus Information

Bus Reservation Date	Price of Bus(es) $

Course Curriculum Standards:

Interpretive: Y3, Y4 Level 2, & Electives: I can understand main ideas and some supporting details on familiar topics from a variety of texts that are heard, read, or viewed.

- Interculturality: Interprets text by relying on knowledge of own culture with some comparisons to the target culture(s)

Presentational:Y 3, Y4 Level 2 & Electives: I can communicate information and express my own thoughts about familiar topics using sentences and series of sentences.

- Production: Produces clear and coherent written or oral presentations with level-appropriate development, organization, and style

Course Unit Learning Targets for Instructional Focus

Sp3 Unit 3: Music and Dance: How do people connect to music?
Unit Expectations
I can describe how music connects to culture.
I can critique a piece of art, music or dance performance and support my opinion with reasons.
I can agree or disagree with others' opinions and explain why.

Advanced Spanish LL 210: Cuentacuentos: Why do people tell stories?
Unit Expectations
I can explain the lesson/moral of a story.
I can compare and contrast children's stories from different cultures.
I can retell a story in my own words in Spanish.

https://buenavistamusical.com/

The musical tells the story of the legendary musicians, their careers, and the rich cultural heritage of Cuba. Step into the heart of Cuba, beyond the glitz of the Tropicana, to a place where blazing trumpets and sizzling guitars set the dance floor on fire. Here, the real sound of Havana is born—and one woman discovers the music that will change her life forever.

Inspired by true events, the new Broadway musical BUENA VISTA SOCIAL CLUB™ brings the GRAMMY® Award-winning album to thrilling life—and tells the story of the legends who lived it. A world-class band joins a sensational cast of musicians, actors, and dancers from across the globe, for an authentic experience unlike any you've seen or heard before. Don't miss this captivating tale of big dreams, second chances, and the unbreakable bonds of making music together.

The musical has been praised for its authentic representation of Cuban culture and its ability to make audiences feel the passion and joy of the music. It has wowed audiences with its combination of emotional storytelling and vibrant musical performances.

Students in both levels will be able to use this experience to expand their intercultural understanding of the essential questions How do people connect to music? And Why do people tell stories? Assessments include both interculturality comparisons and presentational writing components per the skills in each course's curriculum.

Esp3: Unit Interpretive IPA: Interculturality
Answer the following question in English, citing information from the text (that represents the target culture) and knowledge of your culture. Make comparisons and connections between the two. **Be sure to mention products and practices of the target culture and your own culture. Strive to mention perspectives of both cultures too.**

What is the value of music in the target culture and how does that compare to your culture?

Esp3: Unit Presentational IPA: (Direct connections to Yellow highlighting)
Having studied Hispanic music, you know that this art form has evolved throughout history with each generation and time period valuing and engaging with music in different ways. Each generation's views can be very different based on their experiences. Here at Bacon Academy you have witnessed discussions between teachers and students about using airpods and listening to music during classwork.
Task: Write a proposal to the school Administration for a building-wide policy regarding airpod/headphone usage in the classroom at Bacon Academy. **In your description**, you may wish to include your position on:

- The policy you recommend based on:
  - The value and benefits of music
  - What role listening to music plays today for your generation
  - How your generation engages with music
  - How access to music has evolved
  - The perspective other generations have on using airpods/listening to music
- The impact this new policy will have on student life at Bacon

Advd Span: Interpretive mode : Interculturality

In many cultures, songs are more than just music — they are a way to tell stories, preserve history, and share values. Explain how songs in *Buena Vista Social Club* act as a form of storytelling. What stories or cultural values do the musicians share through their music? How does this connect to the idea that songs can preserve history and identity across generations and cultures? How does that compare to your culture in the US?

Advd Span: Unit Presentational IPA: (Direct connections to Yellow highlighting)
Context: Your favorite story is under scrutiny and might be banned. You feel compelled to write an article to convince others about why this story should still be in circulation and shared with future generations.

Task: Write a blog article that explains why a particular story should continue to be shared..

You might wish to include:

- Why stories are important to people in society
- How storytelling has evolved over time
- What you have learned from stories and think future generations will learn

BACON ACADEMY WORLD LANGUAGE NYC TRIP

ITINERARY -- WEDNESDAY, February 25, 2026

6:45AM BUS ARRIVES AT BACON ACADEMY, 611 NORWICH AVE, COLCHESTER, CT

7:00AM BUS DEPARTS HIGH SCHOOL FOR NEW YORK CITY

ONCE GROUP ARRIVES IN NYC THEY WILL WALK- THEY WILL NOT UTILIZE BUS UNTIL DEPARTING AT END OF DAY

11:00AM APPROXIMATE ARRIVAL IN NEW YORK CITY—BUS WILL DROP OFF IN TIMES SQUARE AREA
11:30AM GROUP LUNCH AT HARD ROCK CAFÉ (SILVER MENU)(Included)
1:00PM DEPART RESTAURANT, WALKING, FOR THEATER

1:30PM GERALD SCHOENFELD THEATER, 236 West 45th Street, New York, NY 10036 , DOORS WILL OPEN FOR SEATING

2:00PM MATINEE PERFORMANCE OF "BUENA VISTA SOCIAL CLUB"

(SHOW RUNS: 2 HOURS 10 MINUTES INCLUDING A 15 MINUTE INTERMISSION)

4:30PM DEPART NEW YORK CITY FOR BACON ACADEMY IMMEDIATELY FOLLOWING SHOW WITH QUICK DINNER STOP ON ROUTE TO SCHOOL at Danbury Mall Food Court

9:00PM APPROXIMATE ARRIVAL AT BACON ACADEMY

****PLEASE NOTE ALL TIMES ARE APPROXIMATE AND SUBJECT TO CHANGE AT ANYTIME FOR ANY REASON****

THE FEDERAL MOTOR CARRIER SAFETY ADMINISTRATION HAS IMPLEMENTED ELECTRONIC LOGS IN ALL COACH BUSES. THIS WILL TAKE THE PLACE OF THE PAPER LOG BOOKS. THE PURPOSE OF THE ELECTRONIC LOGS IS TO ENFORCE THE LEGALITY OF THE BUS DRIVER HOURS. BUS DRIVERS CAN LEGALLY BE ON DUTY FOR 15 HOURS IN ONE DAY WITH 10 OF THOSE HOURS DRIVING. THEY MUST HAVE 8 HOURS OFF BETWEEN THE 15 HOURS ON DUTY DAY. THE 10 HOURS OF DRIVING INCLUDE ALL THE HOURS A DRIVER HAS DRIVEN IN A DAY, NOT JUST THOSE HOURS RELATING TO THE ITINERARY.

PAYMENT SCHEDULE

Initial Deposit Due November 10 **$120 check made out to Bacon Academy (or cash)**
Final Balance Due December 19

*Payments are non-refundable unless the school cancels the trip or an alternative student is available to pay and take the place.

*The final cost is TBD and that the cost of the trip is subject to change - because it's determined by how many kids sign up for the trip.

*Transportation to and from school on the day of the trip must be arranged by the guardian. The trip will depart on time, even if a student is missing.. The timeline of the trip may shift due to unforeseen circumstances, like traffic.

*Students will need to bring pocket money for dinner at a fast food rest stop on the way back to Colchester.